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ABSTRACT

This manual assists teachers in integrating three major components into a law-related education program: classroom visits by resource people, student field experience, and peer or cross-age teaching. Material is divided into five sections. A rationale for law-related education and background information on the Constitutional Rights Foundation are provided in the first two sections. The third section contains guidelines for using resource experts in the classroom. A step-by-step process for developing an active community resource committee to assist in the implementation of law-related education programs is outlined and suggestions for using resource people and other volunteers in the classroom are provided. The fourth section consists of guidelines for field experiences. Recommendations for contacting the field trip site, preparing students for the experience, establishing student responsibilities on the trip and follow-up activities are included. The final section focuses on guidelines for peer teaching and other student responsibilities. For all sections, extensive exhibits of materials, sample forms, and letters are provided to assist teachers in establishing a program. (LP)

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YOUTH-IN-ACTION

PROGRAM IMPLEMENTATION MANUAL

SP 016 035

Constitutional Rights Foundation
1510 Cotner Avenue
Los Angeles, California 90025

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This manual has been developed to assist teachers to integrate three major components into a law-related education program: classroom visits by resource people, student field experiences and peer or cross-age teaching. The emphasis placed upon these three components is explained in the first two sections. The next three sections provide a step-by-step process for including these components in any law-related educational program.

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The United States desperately needs its young people. Only they can preserve the traditions of our history and the values of our Constitution. Only they can positively influence the building of a worthwhile future.

But young people often have a different view. Our government disillusions them. This disenchantment and ignorance about the system causes delinquency and crime to escalate yearly. Further, the Constitution seems impenetrable and outdated. Even our Bill of Rights seems to guarantee little in their eyes.

This disenchantment has its price. Each year more young people commit crimes. Each election fewer young people vote. Each day fewer youth participate with enthusiasm in positive solutions of community problems.

Our task is obvious. We must convince today's youth of the significance of our Constitution. And we must teach them the power of their influence, the reality of their strength.

All youth should have the opportunity to learn and apply the basic values of our democratic process by becoming knowledgeable, active citizens. Meaningful youth involvement requires the creation and expansion of exciting educational opportunities so that young people understand individual rights and responsibilities, the legal and governmental systems and how they can become active participants in these systems.

The objective of this teacher's manual is to aid in bridging the gap between the classroom and the community, specifically the various agencies within

the community. Field experiences, resource experts in the classroom and peer teaching are important components of the program, leading to the growth of mutual respect between young people and the adults who administer the system.

THE CONSTITUTIONAL RIGHTS FOUNDATION

The Constitutional Rights Foundation, a private, non-profit organization, has long advocated and worked toward law and citizenship education for young people. It has consistently been the Foundation's belief that the apathy of American youth toward law and government can be reversed through educational programs designed to regenerate their interest in society and their support for American values. In 1963, with financial assistance from local businesses, law firms and private citizens, the Foundation set about designing law-related education programs to be used in California schools.

CRF's educational programs are based upon a process for developing and implementing effective law and citizenship education. The cooperative participation of the local or state bar associations, justice agencies, and other governmental and community institutions is basic to the success of any of the programs. For young people, direct interaction with adults who administer law and justice can help them considerably in:

- Understanding the structure of our legal and governmental system.
- Identifying and applying fundamental American values to public affairs and personal relationships.
- Improving personal attitudes toward law enforcers and justice administrators.
- Understanding their rights and accepting their responsibilities as members of society.
- Utilizing the law as a basic tool for the peaceful management of conflict and the maintenance of a just and equitable society.

CRF's Youth and the Adminstration of Justice (YAJ) program has served as the central curriculum focus for other programs. This project was developed in Los Angeles and is now being disseminated throughout California. It provides a structure in which the cooperative assistance of community agencies can be effectively employed.

CRF has also been working nationwide assisting states in developing programs of their own. The principle objective is to train school district and community agency personnel for the implementation of classroom-based programs on law-related education which emphasize the use of community resource experts in the classroom, student field experiences and peer-teaching. Representatives of agencies from each community frequently participate in the training program to facilitate school-agency cooperation.

CURRICULUM GOALS FOR STUDENTS

1. To develop among students a realistic understanding of the operation of our system of justice and justice-related agencies.

   Developing among students a realistic understanding of the operation of our legal system and the people who work within it is accomplished through the use of case studies, role plays, simulations, student decision-making lessons, field experiences, and classroom resource people.

2. To increase student knowledge about the law and constitutional rights.

   In attempting to increase student knowledge, teachers should note that this is an area of constant evolution. There are few absolutes, definitive answers, or settled questions in the law and constitutional rights. State and federal legislatures, administrative agencies, and courts are constantly developing and reinterpreting the law and constitutional rights. That is why it is essential to use resource persons who are in constant contact with this evolutionary process.

3. To train and provide students with practice in the use of analytical and operational skills.

   Because of the constantly shifting nature of the law, teachers should concentrate on student reasoning when dealing with legal and constitutional controversies, not in discovering right answers. Student contact with lawyers and with other resource persons in the justice system will undoubtedly produce the realization that the "law" is more a process, than it is a body of fact.

   The classroom curriculum was also designed to develop certain student skills. Analytical skills are sharpened by lessons emphasizing legal reasoning and analysis of public issues. Additional areas of student skill development emphasized in the classroom lessons include community surveying, field observation, interviewing, peer teaching, and community involvement. Student skill development is closely tied to all the components of the curriculum.

4. To stimulate student responsibility for his or her own learning and the learning of others.

   Students retain a greater portion of the context by being active participants in the learning process. By having students take an active role (on field trips; in activities such as survey, simulations, mock trials; and in classrooms as peer teachers communicating their experiences to other students), they not only retain a lot of knowledge longer, but also develop a sense of responsibility for themselves and toward others.

5. To encourage the development of personal self-worth.

   The program also assists in building a sense of personal worth by giving students these responsible roles and successful academic and personal experiences.

6. To prepare students for constructive citizenship participation.

   The involvement, responsibility, realism, and anlytical skill development built into the curriculum is a taste of what constructive citizenship participation is, and therefore, helps to prepare students for this important role.

INTRODUCTION

Resource experts should not be considered "an extra", but rather an intrinsic part of the total curriculum. They provide living experiences for students and substantive information to complement course content. In the past, CRF staff and participating project teachers have found representatives from the community to be enthusiastic. Their participation has enhanced the law-related education programs.

DEVELOPMENT OF THE COMMUNITY RESOURCE COMMITTEE

The following section is a step-by-step process for developing an active community resource committee, which can assist in the implementation of a comprehensive, law-related educational program.

Identify Community and Justice-Related Agencies

Law-related educational programs incorporate the use of various community agencies. To develop a committee,it is necessary to identify the agencies and/or organizations in the community which would be useful to your particular program. (See Exhibit 1 - Partial listing)

Prepare for an Orientation Meeting

Once the community resources have been identified, the agency heads are invited to an orientation meeting by involved top-level officials (e.g. school superintendents, police chief, etc.). Only a director can commit an agency's and/or organization's resources. In addition, they will be more likely to attend if they are invited by an already committed, recognized community member of stature. Program teachers, site and district administrators, the program district coordinator, and interested parents, should be invited to attend the orientation meeting. (See Exhibit 2 - Sample Letter)

Conduct an Orientation Meeting

An over view of the law-related education programs, with particular stress on the role of community agencies, is the main agenda item of the orientation meeting. A question and answer period is also important to discuss agency concerns (e.g. program philosophy, program demands on agency budget and personnel, etc.) and teacher expectations for student-agency interaction. Any hand-out materials describing the program and guidelines for agency personnel should be distributed. (See Exhibit 3 - Manual For Resource Experts in the Classroom). If those present are willing to make a commitment to participate in your program, have them fill out a resource form immediately (See Exhibit 5- Resource Agency Information Form). If not, have the agency representative take a resource form, to be returned later.

Follow-up the Orientation Meeting

In order to obtain a completed resource form from all the organizations and agencies you have identified as useful to your law-related educational program, it may be necessary to send a letter and another form after the orientation meeting (See Exhibit 4 - Sample letter, Exhibit 5 - Resource Agency Information Form).

Compile a Teacher Resource Directory

Once you have obtained the necessary responses from the community agencies, you are ready to compile a resource manual for the teachers. The summary of the responses should be assembled in a directory format to facilitate the use of resource experts in the classroom. (See Exhibit 6 - Sample Resource Directory Entries). As the semester progresses, it is important that you update your files on the resources available to your program. It is strongly recommended that the teachers periodically meet to discuss the resource experts used in the classrooms, as well as to share any new guest speakers who are willing to participate in your law program.

Schedule an Evaluation Meeting

It is essential to maintain communication between teachers, district administrators, and participating community agencies. An evaluation meeting at the end of each program year is useful in determining the program's success, solving problems that surface during the year, and in reorganizing the committee for the following year. The individual who called the orientation meeting should also extend the invitation for the evaluation meeting.

UTILIZATION OF RESOURCE EXPERTS IN THE CLASSROOM

To make a resource presentation as meaningful and as valuable as possible, the process requires planning, follow-up and the skillful use of certain teaching techniques.

Planning:

1. To the extent possible, involve students in planning for a resource presentation.
2. Clearly identify the goals and objectives for the speaker. Only then can the guest presentation extend upon and complement the planned course of study.
3. A resource speaker can arouse student interest. The presentation can serve as a springboard for collecting information during the unit, culminating the unit's activities, or for reviewing the unit later in the semester.

Making Arrangements:

1. Contact the resource person.
2. When speaking with the resource expert, be sure to include the following information:
   a. Explain the project: Briefly indicate goals and objectives for the guest's presentation and any additional information which would be helpful for the resource person to best meet the needs of the class (the unit of study in which the class is engaged, the work already done, planned follow-up activity, etc.).
   b. Describe the students: Indicate the approximate number of students who will be present for the presentation. Include information such as the age and achievement level of the students.
   c. Request specific dates: When selecting dates, allot sufficient time (two or three weeks in advance). Suggest two or three alternative dates from which the resource person can choose. If a resource is not available, the class should search out other resource experts who can make the most worthwhile contribution to that particular curriculum unit.

Since a guest speaker sets aside time from his or her work schedule, the speaker's program should not be postponed unless necessary. Before you contact the speaker, make sure the dates and times selected do not conflict with other school programs (check with the principal or other persons responsible for the activities calendar) and that the required facilities and equipment for the resource program will be available.

It is suggested that teachers make carbon copies of their request to help them in future planning and sharing with other teachers.

d. Additional information for resource experts: After agreeing upon a specific time and date, be sure the resource expert has the correct address, directions or transportation information, and is aware of the parking facilities available. The resource expert should also know the exact length of time for the presentation.

3. Confirm the visit. When arrangments have been finalized, the confirmation should be sent to the principal, the resource guest, and any other appropriate personnel.

Preparing for a Resource Expert's Visit

1. Prepare the class for the guest presentation by discussing the purpose of the visit and by giving the class some basic information about the speaker. Post the name of the speaker on the board a day or two prior to the presentation.
2. Have the class prepare thoughtful questions to ask the resource expert.
3. Review with the students any methods (other than lecture or question and answer) that will be employed when the resource visits the classroom. The following are more specific suggestions for the use of the resource experts:

   a. In-Class Activities

      ** To introduce or debrief a simulation game (See the Appendix of this manual for suggestions of games and simulations)

      ** To act as judge, witness, or facilitator in a mock trial

** To lead a socratic discussion

** To serve as moderator in a debate or panel discussion

** To share expertise on procedures or issues surrounding a case

b. Activities Outside the Classroom

** To accompany students on peer teaching assignments

** To provide field experiences (students observe resource person on-the-job)

** To help with local conferences

c. Activities for Use Both In and Out of the Class

** An initial visit--Simulate an initial visit between an attorney (public or private), a probation officer, parole agent, police officer, etc. and a client.

** Plea bargaining--Ask two attorneys (private and/or public) to simulate a plea bargaining session.

** Bail bonds--Ask a bailbondsman to describe the appropriate procedures for obtaining bail. Ask an attorney to discuss the guidelines for establishing a reasonable amount of bail and the right to bail.

** Filing a case or petition--Discuss with attorney the criteria needed for the district attorney and the city attorney to file a case or petition.

** How to build a case-- Ask an attorney to take an actual or hypothetical situation and discuss how he/she would build a case based upon the given facts.

** Adversary proceedings--Ask an attorney to role-play first the prosecutor, then reverse and role-play the defense attorney in an actual or hypothetical case.

** Legal fees and how they are established--Have students design hypothetical cases and/or have attorneys present actual cases. Ask an attorney to discuss fees for these cases and why the fees would be that amount. Explore fees with private attorneys and ask attorneys from legal clinics.

** Tracing a case through the courts--Ask an attorney to trace a case from the lower courts through the appellate courts.

** Legislative advocates--Ask them to describe their roles within agencies, types of legislation they seek to influence, the procedures used to influence decision makers, etc.

** Correctional facilities--Ask students to design their own prison, then discuss design with representatives of the correctional system to determine feasibility of students' design(s).

** Sentencing--Ask a lawyer, judge, or court-watching agency representative to present cases (actual or hypothetical) and have students determine sentences. Ask resource person to moderate a debate between students on the issue of indeterminate sentences versus determinate sentences.

** Search warrant--Ask a police officer or lawyer to provide a search warrant.

** Habeas corpus--Ask a lawyer to discuss concept of habeas corpus and criteria.

** Citizen complaints--Ask an agency to discuss their procedures for citizens filing complaints and/or find someone (parent, friend) who has filed a complaint with an agency to discuss the procedure.

4. Establish a system for maintaining records of classroom speakers:

   a. Photographs/tapes

   b. Personal journals

   c. Speaker record with name, agency, date of presentation, telephone number, and type of session.

   NOTE: This record will be helpful when you are revising the Resource Directory.

Arrival of Resource Expert and Presentation

1. Arrival: Resource guests should be instructed to go to the office when arriving in the building. Make arrangements for a student to greet the guest in the office and escort him/her to the place of the presentation. If the guest reports directly to your room, immediately inform the office that he/she has arrived.
2. Introduction: A proper introduction of the guest to the audience is extremely important. A brief statement concerning the guest's background and expertise helps to prepare the students for the experience and makes the guest aware of the importance placed on his/her visit. (The teacher may obtain this information from the guest in a short conversation before the start of the program.)
3. Time Limits: Frequently, the guest has another commitment to keep. It is best to end the program within the time scheduled unless the resource expert clearly indicates otherwise. Some speakers will say to the teacher, "How much time do I have?" Taken by surprise, and meaning to be polite, teachers often say, "It doesn't matter.

Take all the time you need." Instead, the answer should be specific, reflecting the grade level, maturity and attention span of the class.

4. Teacher Reponsibilities: The teacher should be in attendance during the entire presentation. The resource expert is not responsible for class management. It is equally important that the teacher not attend to other matters during the presentation unless there is an emergency.

   Most resource experts are not trained teachers. It is necessary, at times, for the teacher to give direction to the speaker by using appropriate questions or other clues so the speaker can more effectively communicate in the area the class desires.
5. Closing: Leave sufficient time for summary and to thank the guest.

Follow-Up

1. Have the students report on the experience. A sample form is provided at the end of this section (Exhibit 7 - Classroom Visit/ Field Trip Experience).
2. Ask the resource expert to complete the Agency Evaluation Form (See Exhibit 8). This will give you useful feed-back for modifying and improving your program. It may also provide you with information for updating the Teacher's Resource Directory.
3. Thank you letters from students and/or teachers provide guest speakers with a particular satisfaction and offer an excellent language-arts experience for students.

Conduct Follow-Up Discussions or Activities

1. Invite speakers on differing points of view.
2. Conduct research and/or develop learning packets based upon information gained from resource experts.
3. Field experience--Visit the resource expert on-the-job.
4. Try to apply information received by one resource person in debriefing the presentation of another.

UTILIZING OTHER VOLUNTEERS IN THE CLASSROOM

Volunteers may be available to help you with specific tasks in conjunction with your law-related education project. These volunteers should be provided with an overview of the law project and understand the format of the curriculum and the project goals.

Possible Sources for Volunteer Help

1. Your school PTA
2. Your local voluntary action office
3. Parents of students in your classroom
4. Students from local colleges and community colleges, who can receive credit for acting as volunteers in your classroom

Suggested Tasks for Volunteers

The following is a shopping list of possible tasks which could be performed by volunteers available to your classroom:

1. To assist in maximizing the field experiences by:
   a. Helping to arrange field experiences.
   b. Arranging and/or providing transportation to the field experience site.
   c. Supervising students during the trip.
   d. Debriefing field experiences with the students in the classroom.
2. As resource persons within your classroom to:
   a. Help students prepare peer teaching lessons by: researching the lesson, planning the format to be used, rehearsing the lesson with the student, critiquing the student's presentation of the lesson, as well as the lesson itself.
   b. Help students prepare learning packets by: guiding them in their research, helping set up subject-related interviews and field experiences.
   c. Assist you in identifying the appropriate resource persons and in arranging for selected ones within the classroom.
   d. Work with individual students or small groups, particularly those who seem to be having problems with the program, by providing: tutorial help with the curriculum, motivation for a student, and clarification of areas which are confusing to a student.

Exhibit 1 - PARTIAL LISTING

Criminal Justice

State Police/Highway Patrol
Police
Sheriff
FBI
City Attorney
District Attorney
Public Defender
Municipal Court
Superior Court
Traffic Court
Bar Association
Law Schools or Law Center
Juvenile Detention and
Correctional Centers
Probation (Including Camps)
Parole (Including Halfway Houses)
Youth Authority
Diversion Project
Adult Authority
Adult Correctional Institute
State and Local Politicians
Runaway Centers
Youth Crisis Lines
Youth Homes
Department of Community Development
Bureau of Social Services
Legal Aid Associations
Lawyers Wives

Civil Justice

Federal Trade Commission
Chamber of Commerce
Better Business Bureau
Market Researcher
Advertising Agency
Bank Loan Officer
Small Claims Court
Consumer Agency
Attorney
Civil Court
Property-Real Estate Broker/Agent
Renters' Association
Dept. of Housing and Urban Development
Title Company
Housing Authority (City or County)
Building Inspector
Mortgage Company
Insurance Adjuster
Judge
Social Workers
Probation Officers
Media Representative
Planned Parenthood
Counselor
Right to Life
Psychologist
Marriage & Family Counselor
Child & Family Services Agency
Adoption Agency
Alcoholism Treatment Center

Exhibit 2--SAMPLE LETTER OF INVITATION

The _____ School District, in cooperation with the Constitutional Rights Foundation, is launching a new law-related education program. This project is designed to increase both student knowledge about, and positive effect toward, the legal system as institutionalized within the United States today.

To accomplish this, students will attend a regular elective course taught five days a week. Additionally, students will become familiar with the legal system through working with members of various agencies (e.g., ride-along with the police, observe booking and communication facilities, hear interviews and observe cases with an attorney or public defender, etc.). Also, presentations by agency representatives will be made in class. Part of the course work for the students will be teaching other students about the legal system.

In undertaking a project of this magnitude, it is imperative that the various justice agencies and community groups be involved in cooperatively carrying out these goals. We are asking for your participation and support. To accomplish this, we are establishing a liaison committee comprised of representatives from the various justice agencies and community groups. We would like to have you or your representative serve on this liaison committee. The first meeting of the committee will be:

Date:
Time:
Place:

Will you please complete the attached form and return it to me? I have enclosed a more complete description of the project. If you have any questions, please feel free to call me at _____. Thank you for your cooperation and assistance.

District Superintendent
(or other administrator)

NAME_____

ADDRESS_____

_____

AGENCY OR COMMUNITY GROUP_____

I will attend the orientation meeting_____

I have assigned_____to attend.

Please complete this form and return it to:

Exhibit 3--MANUAL FOR RESOURCE EXPERTS IN THE CLASSROOM

A. OBJECTIVES

We believe that an effort must be made to involve young people in an active study of the legal system in a way which develops their own sense of responsibility, a key requirement to developing a more general sense of social responsibility.

Numerous studies have been conducted which show that secondary school students (and teachers) have little knowledge of either the process or the substance of the American legal system. Such basic procedures as the adversary nature of adjudication, the right to counsel, function of the prosecutor, etc., are either unknown or misunderstood by most American students and adults. Education programs must deal not only with legal substance, but must also emphasize ways to manage interpersonal conflict, and to help youth learn to handle frustration in a more positive way.

The declining influence of the family and other traditional institutions which have previously helped to maintain social norms, and the growing importance of the peer group suggest that the peer group itself needs to become involved in a process of transmitting information and values regarding the legal system and methods of successfully managing conflicts. Ample evidence exists that peer teaching has proved an extremely successful means of educating students. A program that gives students contact with adults who make up the legal system can prepare them to teach other students. A growing isolation between young people and adults and the need to do something about it, particularly as applied to law and the legal system, suggest that a program which encourages the growth of mutual respect between young people and the adults who administer the system can achieve very positive and worthwhile results. Our law-related education project is such an attempt. Teachers and students are provided with substantive information on the legal system and with on-the-job field experiences designed to equip them with the insight and knowledge required to provide greater understanding. These field experiences hopefully also assist in giving community and justice agencies a more human appearance to teachers and to young people.

B. HINTS FOR RESOURCE PERSONNEL WORKING WITH STUDENTS IN THE CLASSROOM AND IN THEIR OWN AGENCIES

1. The first 5 minutes of the presentation may very well make or break the success of the presentation. It is essential that the first information be presented in a dynamic and interesting manner. This does not mean oversimplify, rather speak in layman terms.
2. Remember that your audience will be greatly concerned with information that touches their lives. They will respond little or not at all to facts and information that have little relevance to them.

3. Be relaxed and friendly so that you can gain the student's interest and get a positive reaction quickly.

4. Encourage student participation. Avoid lecturing.

5. Be yourself! Try to incorporate personal reflections. Some examples of questions you might want to answer include the following: Why did you become a lawyer, police officer, consumer advocate, etc.? How has the job affected your life? Your family? What has been your most frightening experience on the job? Your happiest?

6. Remember that no one has all the answers. If a question is asked that is not a part of your expertise, do not hesitate to admit that you do not know.

7. Show that the law is a dynamic, evolutionary force which responds to the community. The presentation need not constitute an unbending defense of the system as it exists today.

C. WAYS IN WHICH YOU MAY BE ASKED TO PARTICIPATE IN THE CLASSROOM

1. As a resource person in a role-playing simulation dealing with particular aspects of the legal process.

2. To help prepare and/or participate in a mock trial.

3. To lead a socratic discussion, challenging students to think through all the ramifications of a legal problem.

4. To serve as a participant or moderator in a panel discussion or debate.

5. To serve as a resource expert on procedures of legal issue that may have arisen during a class discussion.

D. WAYS IN WHICH YOU MIGHT INVOLVE STUDENTS ON FIELD TRIPS TO YOUR AGENCIES

1. Provide questions or cases involving young people which relate to the subject to be discussed and the work of the agency.

2. Give students hypothetical or actual cases and let them decide how to handle the case - put them in the shoes of a police officer, lawyer, parole officer, consumer advocate, etc.

3. In place of, or in addition to a tour, we strongly recommend that students be paired off and follow one of your personnel through a normal day. We consider this to be the most valuable activity for students.

4. Time should be provided at the end of the visit for a debriefing of the day's activities.

E. EVALUATION

Please return an evaluation form to the teacher.

Exhibit 4--SAMPLE LETTER
(To Liaison Committee Members)

We would like to take this opportunity to express our appreciation for your participation at our recent Liaison Committee Meeting concerning _____ School District's new law-related program. Your support generated a great deal of enthusiasm among the staff members who will be involved in this project.

Our next task involves compiling a handbook for students and teachers listing the participating agencies in our community. Additionally, the handbook will include appropriate information needed to insure maximum cooperation and understanding between school personnel and the representatives from the agencies.

Will you please fill out the attached form and return it to my office at the above address. If you have any questions, please call me at _____.

Thank you again for your cooperation and support.

Sincerely,

_____

Exhibit 5-- RESOURCE AGENCY INFORMATION FORM

Name of agency_____

Address_____

Liaison or contact person_____

Position_____ Telephone Number_____

Convenient times to call_____

RESOURCE AGENCY CAN PROVIDE:

_____Speakers (please list subjects):_____

_____

Demonstrations (please check)

_____ arrest procedure
_____ booking procedure
_____ use of firearms
_____ other (please list)_____

_____ crime investigation equipment
_____ mock trial
_____ case studies

_____

Field Trips (please check)

_____ ride-along
_____ tour of courtroom facility
_____ courtroom (in session-not in session)
_____ observation (specify_____
_____ film/videotape (please list)_____
_____ other (please list)_____

_____ laboratories
_____ training facility
_____ office visitation/debriefing
_____ communication center

_____

_____ Brochures and/or handouts available (please list)_____

_____

_____ Displays (please list)_____

ADDITIONAL INFORMATION THAT WOULD BE HELPFUL FOR THIS PROJECT:

1) Rules and/or protocol for student dress and behavior:_____

_____

2) Hours students could visit your agency:_____
3) Procedures for these visitations:_____
4) Advance notice necessary:_____

_____

Please complete this form and return to:

Exhibit 6--SAMPLE RESOURCE DIRECTORY ENTRIES
The items included below are examples of entries from a Teacher's Resource Directory.

COUNTY DISTRICT ATTORNEY'S OFFICE
(Address)
(Phone)
Contact Person: Jeffrey Jones, Training Deputy
Convenient times to call: 1:30-5:00 p.m., Monday-Friday

Available field experiences and resources:
-Classroom speakers.
-Some film and video tapes available.

Visitation Information:
-Visitors to the law offices must be reasonably quiet and well behaved.
-Shirts and shoes required. No T-shirts.
-Maximum of 5 students per group for office tours.
-In office, resource persons available.
-Hours for visitation: 9:30-12:00 or 1:30-4:00, by prior arrangement.

COUNCIL P.T.A.
(Address)
(Phone)
Contact Person: Mary Jones, President

Services:
-Can help with transportation for field experiences.
-Can type Teacher's Resource Manual.
-Other parent volunteer services.

CORONER'S OFFICE
(Address)
(Phone)
Contact Person: William J. Jones, Chief Deputy Coroner
Convenient times to call: 8:00-5:00, week-days

Available field experiences and resources
-Lectures at schools with handout materials.
-Mr. Jones has participated in college and high school educational programs and is very enthused.
-Limited ride-along program during investigations--probably one student from each class can participate and then report back to class.

Other:
-Call one week in advance.

Exhibit 6—SAMPLE RESOURCE DIRECTORY ENTRIES
(Continued)

COUNTY SHERIFF'S OFFICE
(Address)
(Phone)
Contact Person: Sgt. Frank Jones

Available field experiences and resources:
-Speakers and films for classroom presentations.
-Tours through the Sheriff's Office (50 or fewer students per tour).
-Participation in the ride-along program (limited basis).

Visitation Information:
-Normal school dress is acceptable.
-Submit letters of request to Leroy Smith, c/o Community Relations Office.
-Provide at least two weeks lead time.

YOUTH CENTER
(Address)
(Phone)
Contact Person: Bill Jones, Institutional Parole Officer
Convenient times to call: 9:00-5:00, Monday through Friday

Available field experiences and resources:
-Speaker available.
-Student panel from the Center to go to classroom.
-Tour of facilities.
-Hand out materials available.

Visitation Information:
-Contact Bill Jones ONLY.
-Visit by appointment only.
-Concern for confidentiality regarding students in the Center.

Exhibit 7--CLASSROOM VISIT/FIELD TRIP EXPERIENCE
(Student Reaction Form)

Name of your School _____

****

* What kind of agency/individual was involved in the experience? (Please check one)
  ( ) A police department/officer
  ( ) A court/court official
  ( ) A corrections facility/officer
  ( ) A community agency/representative
  ( ) An attorney
  ( ) Other (Who?)_____

* Which of the following phrases best describes your experience with the person or representative of the agency that was involved? (Check one or more)
  ( ) "Talked down to us."
  ( ) "Gave us a lot of information."
  ( ) "Tried to snow us."
  ( ) "Made use of slides, film-strips, or other audio-visual materials."
  ( ) "Gave us an opportunity to observe a person(s) at work."
  ( ) "Involved us in a role-play or simulation activity."
  ( ) "Provided us with a tour of the building or agency involved."
  ( ) "Something else happened." (Explain) _____

  _____

* Do you feel that you learned anything from the experience?
  ( ) yes
  ( ) no

* Who arranged for the classroom visit or field trip? (Check one or more)
  ( ) Your teacher
  ( ) Members of the class
  ( ) Other (Specify) _____

* Following the classroom visit or the field trip experience, what happened? Did you..... (Check one or more)
  ( ) Discuss the experience with the other members of your class?
  ( ) Discuss the experience with your teacher?
  ( ) Report back to the class on the experience?
  ( ) Do something else (Explain) _____

* Did the classroom visit or field trip experience influence your views regarding our legal system?
  ( ) Yes. It made me feel more positive.
  ( ) Yes. It made me feel more negative.
  ( ) No. It had no real effect upon my feelings one way or the other.

* How would you rate the experience overall?
  ( ) Extremely valuable
  ( ) Quite valuable
  ( ) Somewhat valuable
  ( ) Not at all valuable...a complete waste of time

* Do you feel that the experience did or will help you? (Check one or more)
  ( ) Better understand the subject you are studying
  ( ) Participate in class discussions
  ( ) Prepare for peer teaching
  ( ) Develop a learning packet
  ( ) Become more involved in your community

* Additional Comments (optional): _____

  _____

Exhibit 8--AGENCY EVALUATION FORM

Agency Contact: _____

Teacher: _____

School: _____

Date: _____

Did the teacher/student contact you in sufficient time to complete all arrangements for your visit to the classroom (i.e., directions to the school, preparation of material, etc.) or for their visit to your office?

( ) yes ( ) no

Were you adequately informed by the teacher as to what he/she hoped to achieve by your participation in the classroom or by the visit to your office?

( ) yes ( ) no

Might the communication between you and the teacher/student(s) have been improved? How?

( ) yes ( ) no

What kinds of preparations did you make prior to the classroom presentation/activity or prior to the visit?

Please describe briefly the factual material you went over with the students.

What techniques were used to communicate the subject matter to the students?

Do you think your preparations were adequate for the circumstances? Explain:

( ) yes ( ) no

What might you do differently if you went into that classroom again or had visits by additional students?

Do you have any comments, suggestions, ideas to improve this program?

Thank you

Please return to:

INTRODUCTION

A field experience is an avenue of learning whereby the students are personally involved with community and justice agencies outside of the classroom. The students who participate in a field experience interact directly with the agency representative and receive a comprehensive overview of what the various agencies represent.

Some students do not participate in field experiences. Therefore, students who have participated in field experiences share their knowledge and experiences--through peer teaching and class debriefing--with those students who have not participated.

CONTACTING THE AGENCY

1. A student or the teacher should call the agency or community group at least two weeks in advance. (Refer to the name and telephone number of the contact person in the Teacher's Resource Directory.)
2. Introduce yourself and give a brief summary of the class (See Exhibit 1--Sample Statement for Students).
3. State the type of personnel in that agency with whom you would like to visit. Obtain the name and title of the person who will be receiving the students.
4. Clarify the days and times when the agency or community group permits visitors. Specify the date and time that the students would like to visit.
5. Describe the students (how many, their ages, grade level, etc).
6. Get the exact address of the agency or community group.
7. Call the day before to confirm your appointment.
8. When an emergency arises preventing students from going to a field experience or causing students to be late, those students involved should call and notify the individuals expecting them.

NOTE: If the students are planning to use cameras or tape recorders, check first in case their use is restricted.

PREPARING FOR THE FIELD EXPERIENCE

Choosing Students

1. Groups of students going on any field experience should consist of at least two, but no more than five students. Alternates should be selected in case a student is unable to attend.
2. Students chosen should have regular attendance in class.
3. The teacher should provide the students with a parental consent form. If appropriate to your school, a blanket parental consent form could be provided for all students in the law program at the beginning of the semester (See Exhibit 2 --Parental Consent Form).

NOTE: Teachers should encourage a number of visits by small groups of students to the various agencies during the semester, in order to get a broader view of the work of each agency.

Student Preparation Prior to Field Experiences

1. Students should prepare for the field experience by collecting brochures, materials, and information about the agency from the teacher or other resources.
2. Students should prepare, in advance, questions they would like answered during the field experience.
3. The teacher should review with the students the name of the contact person, the address and phone number of the agency, and transportation arrangements.

Transportation

1. Discuss with the students possible transportation alternatives: using a student's car, car pool, public transportation, or bicycle; walking; asking a PTA volunteer or parent to assist.
2. Assign one of the students to make the transportation arrangements and check that the plans have been finalized at least two days prior to the scheduled field experience.

Checklist for Teachers

1. Has the agency been properly notified?
2. Are students familiar with the background of the agency?
3. Have students returned the Parental Consent Forms?
4. If necessary, do students have permission to miss other classes?
5. Have alternate students been selected?
6. Have transportation arrangements been finalized?
7. Do the students have information about the address and phone number of the agency and the name of the contact person?
8. If certain types of clothing are required, have students been notified and are they prepared to dress accordingly?

OVERALL STUDENT RESPONSIBILITIES DURING THE FIELD EXPERIENCE

1. The student attending any field experience should be prompt and on time. If a student cannot attend the field experience, he/she should notify the alternate student at least one day in advance. If this is not possible, the student should call the contact person and/or the agency directly.
2. The students' field experience should be limited to the allotted time. Rather than requesting additional time that day, it is appropriate to tell the contact person you enjoyed the visit and would like to return. If this is possible, you can call the contact person to set up another visit after checking with your classroom teacher.
3. Students should be prepared to wear the required clothing when specified.
4. The student should keep in mind that the questions asked should be tactfully presented so as not to block communication. If a problem arises, the student should consult with the teacher for further assistance.

   Remember: Your critical analyses and comments would be most appropriate during the debriefing in your classroom.
5. Depending upon the agency, you may want to role play or simulate a real life experience (have a police officer take you through the steps in the booking procedure, play the role of a youth meeting his/her parole officer or attorney for the first time, etc.).

ACTIVITIES FOLLOWING THE FIELD EXPERIENCE

1. Have students complete the field experience report form included in this section of the manual (See Exhibit 3). Field report forms help students review what they have learned in class.
2. Immediately following the field experience, engage the participating students in a short discussion. Some of the following questions should be discussed:
   a. Were there any problems with making arrangements to visit the agency?
   b. Was the agency receptive to your group?
   c. Was the time spent realistic for obtaining an overview of the agency? Was the time spent too long? Too short?
   d. What kinds of services did the agency provide?
   e. How are the clients referred to the agency?
   f. What did you do?
   g. What did you learn about the individual or individuals who work there?
   h. What type of questions did you ask?
   i. Were they willing to answer all of your questions?
   j. Do you feel it is an agency worthwhile for others to visit?
   k. Were there any transportation problems?
   l. What could have been done to make this a better field experience?
   m. How does this agency fit into the overall legal system?
   n. Would you like to have the job of any individual with whom you visited in this agency? Why or why not?
   o. What changes would you make within this agency?
3. Give the participating students an opportunity to share with their classmates the things they experienced and learned.

Exhibit 1—SAMPLE STATEMENT FOR STUDENTS

The following is a sample of what students might say about their class to justice and community representatives. This is only a guide. Students should put this brief summary into their own words.

My name is _____.

I am currently taking a class at _____ school which is part of the law-related education program.

In class, we learn about the law and the legal system by being involved with criminal justice agencies, community groups, courts, institutions, etc.

We learn about these agencies and their services by having representatives come into the classroom and by going out on field experiences. Once we have been involved in this part of the project, we peer teach other junior and senior high school students.

Exhibit 2--PARENTAL CONSENT FORM

Dear _____:

Your daughter/son has enrolled in _____ District's law-related education program. This course will involve your daughter/son in field experiences in the community as well as peer teaching at local elementary or middle schools. To facilitate the logistics of the class, I am requesting that each student have a blanket permission slip to cover the entire semester's activities.

In signing this permission form, please consider the following:

1) Although the high school instructor will be facilitating and coordinating transportation, there may be occasion for your daughter/son to provide her/his own transportation.

2) Your daughter/son may be walking to and from the local middle or elementary school when peer-teaching.

Please call me if you have any questions about the program. Thank you for your cooperation.

* *

_____ has my permission to participate in the field experience and peer teaching components of the course during the _____ semester, 19____. I have read the foregoing letter. I understand its contents and agree to my daughter's/son's participation.

Signed: _____

_____ I can/cannot help in providing transportation.

Exhibit 3--CLASSROOM VISIT/FIELD TRIP EXPERIENCE
(Student Reaction Form)

Name of your School _____

****

* What kind of agency/individual was involved in the experience? (Please check one)
  ( ) A police department/officer
  ( ) A court/court official
  ( ) A corrections facility/officer
  ( ) A community agency/representative
  ( ) An attorney
  ( ) Other (Who?)_____

* Which of the following phrases best describes your experience with the person or representative of the agency that was involved? (Check one or more)
  ( ) "Talked down to us."
  ( ) "Gave us a lot of information."
  ( ) "Tried to snow us."
  ( ) "Made use of slides, film-strips, or other audio-visual materials."
  ( ) "Gave us an opportunity to observe a person(s) at work."
  ( ) "Involved us in a role-play or simulation activity."
  ( ) "Provided us with a tour of the building or agency involved."
  ( ) "Something else happened." (Explain) _____

  _____

* Do you feel that you learned anything from the experience?
  ( ) yes
  ( ) no

* Who arranged for the classroom visit or field trip? (Check one or more)
  ( ) Your teacher
  ( ) Members of the class
  ( ) Other (Specify)_____

* Following the classroom visit or the field trip experience, what happened? Did you..... (Check one or more)
  ( ) Discuss the experience with the other members of your class?
  ( ) Discuss the experience with your teacher?
  ( ) Report back to the class on the experience?
  ( ) Do something else (Explain) _____

* Did the classroom visit or field trip experience influence your views regarding our legal system?
  ( ) Yes. It made me feel more positive.
  ( ) Yes. It made me feel more negative.
  ( ) No. It had no real effect upon my feelings one way or the other.

* How would you rate the experience overall?
  ( ) Extremely valuable
  ( ) Quite valuable
  ( ) Somewhat valuable
  ( ) Not at all valuable...a complete waste of time

* Do you feel that the experience did or will help you? (Check one or more)
  ( ) Better understand the subject you are studying
  ( ) Participate in class discussions
  ( ) Prepare for peer teaching
  ( ) Develop a learning packet
  ( ) Become more involved in your community

* Additional Comments (optional): _____

_____

INTRODUCTION

What is Peer Teaching?

Peer or cross-age teaching involves young people taking the responsibility to share their knowledge, experiences, and attitudes with other young people. The role of the peer teacher should be that of a unique resource, rather than that of an authority.

Why Peer Teaching?

Peer teaching is one of the most important components of the CRF program. Why is this component emphasized? Educational research plus our own experience with the project since 1973, supports the following advantages of peer teaching:

1. Peer teaching requires the peer teacher to thoroughly learn cognitive information. The old teacher training maxim holds true here: "What you teach, you learn."
2. Peer teaching requires the peer teacher to learn communication and analytical skills.
3. Peer teaching is an effective way for students who have had special learning experiences to disseminate what they have learned to students who have not had these experiences.
4. Peer teaching promotes a feeling of self-worth in the peer teacher who becomes responsible for the learning of others, as well as that student's own learning.
5. Peer teaching encourages the students who peer teach to become active and contributing citizens in their community.
6. Peer teaching is a means by which the student teacher can learn responsibility, confidence and poise.

An extensive and continuing peer teaching experience involving all or most of your students should, therefore, result in a high degree of success for you and your students during the project year.

TEACHER RESPONSIBILITIES FOR ORGANIZING AND ADMINISTERING PEER TEACHING

If peer teaching is to succeed, it is important for you to be well organized and "on top of things," especially at the beginning of the school year. The following guidelines and responsibilities have been developed by the project staff to facilitate this unique educational experience. It is suggested that initially you follow the steps outlined here closely. As the semester goes on, and the students have more peer teaching experiences, they should assume more responsibility in making their own arrangements with minimal guidance from you. Ideally, you should eventually have to handle only the debriefing and evaluation phase.

Tasks Before School Begins

1. Thoroughly study materials on peer teaching.
2. Identify social studies or elementary teachers willing to accept peer teachers from your class throughout the year (one or more visits per month). Explore the possibility of getting other social studies teachers in your school to accept peer teachers from your class. The more classes you have available for peer teaching, the more students in your class will be able to participate. A good time to make this inquiry would be at your social studies department meeting before school begins.
   Note: It is recommended you start with classrooms in your own school.
3. Meet with your principal to remind him or her of the special requirements of your project class. Confirm the fact that students from your class will be leaving campus during the year on field experiences and for peer teaching. What procedures should be followed? Will the students' project I.D. card be sufficient for them to leave campus? (Exhibit 3—Student I.D. Card is an example of a card used in the Los Angeles YAJ Project.) What about arranging releases from other teachers' classes? These are questions you will have to ask yourself. If appropriate, security guards need to be aware of the law project.

4. At a faculty meeting, request time to speak to the entire faculty of your school to briefly explain why they will be asked to release project students from time to time during the semester. Encourage them to contact you personally if problems arise (e.g., missed tests, slipping grades, etc.). This presentation should be made after meeting with your principal. This presentation is helpful in smoothing the process for students leaving campus and missing any classes.

Recruiting Peer Teachers

The first peer teaching experience is crucial. If it is successful, and the peer teachers are enthusiastic, other students will want to join in.

After completing a lesson, you should communicate the following information to your students before asking them to volunteer for the first peer teaching experience:

1. Have students read the lesson material and clarify the activity.
2. Identify the class available for peer teaching: The location of the class, the teacher's name, the times the classes meet.
3. Identify distances and times involved to get back from the peer teaching class.
4. Discuss transportation alternatives: own car, car pool, public transportation, bicycle, walk, PTA volunteer or parent.
5. Identify possible problems:
   a. Gang turf
   b. Leaving campus (arrangements should have been made with the principal)
   c. Entering another school's campus. Arrangements should have been worked out by the receiving classroom teacher (see section entitled, "Peer Teaching Responsibilities of Receiving Classroom Teachers").
   d. Missing classes (principal and faculty should have been informed)

6. Recommend that peer teacher teams be formed (no more than four students per team is recommended):

   a. Teams will ideally peer teach the same class throughout the entire year on a regular basis.

   b. Teams might form car pools to solve transportation problems.

   c. Team members can help each other, and share the responsibilities for peer teaching.

   d. Students may also peer teach alone if they wish. (From past experience, it is recommended that only high school students peer teach alone.)

7. Identify peer teacher responsibilities (See Living Law: Criminal Justice teacher guide - Pages 8-9). The peer teacher will:

   a. Prepare lessons to peer teach-the teacher, as well as the entire class, will assist (Exhibit 1--Peer Teaching Model-Classroom Presentation).

   b. Learn some teaching skills and practice them. (The teacher, as well as the entire class, will again assist).

   c. Make transportation arrangements (with assistance of the teacher).

   d. Appear on time for each scheduled peer teaching lesson. If peer teachers cannot show up for some reason, they must immediately inform the teacher whose class they planned to peer teach.

   e. Peer teach each lesson as well as possible, and have the students evaluate the lesson (Exhibit 5--Peer Teaching Questionnaire-Students who were Taught).

   f. After the first peer teaching experience (which will be arranged by the teacher), assume the responsibility of contacting the teacher of the peer taught class to make arrangements for peer teaching on a regular basis.

   g. Write a brief reaction report on each peer teaching experience (Exhibit 6--Peer Teaching Questionnaire-Peer Teacher; Exhibit 4--Peer Teaching Report Form).

   h. Report orally to the teacher and to the rest of the class about the peer teaching experience.

   Try to become a more effective peer teacher as the semester progresses.

It is recommended that the students organize the following information in large envelopes: school where peer teaching; team names; lesson plans, all evaluation forms; and any hand-outs which the students are giving to the peer taught class.

8. After discussing the excitement and responsibilities involved in peer teaching, students should be asked to form teams (or volunteer individually) to peer teach the first lesson. Tell those students who are not too sure about wanting to peer teach that they will have an opportunity to participate in this unique experience at any time during the semester.

Training Peer Teachers

As any teacher knows, effective teaching does not happen magically by itself. This is true for student peer teaching, as well as for professional teaching. Consequently, you will have the responsibility for teaching certain minimal skills to your peer teachers. (Specific teaching skill lessons are built into the Living Law curriculum materials for each unit.) Below are some of the skills which should be emphasized during the semester.

1. How to prepare a lesson plan.
2. How to lead an effective discussion, use case studies, and utilize role playing.
3. How to give clear instructions.
4. How to motivate.
5. How to use audio-visual equipment.
6. How to listen.
7. How to use eye contact and body language.
8. How to vary voice level.
9. How to handle discipline problems.
10. How to deal with individuals within a class.

During the year, students should have the opportunity to practice teaching skills and lessons before their own class in order to improve their presentations. Peer teachers can be video-taped and, through almost instant replay, learn from their mistakes and method of presentation. In addition, you should make constructive suggestions to your peer teachers based on the Receiving Classroom Teacher Evaluation form you will receive after each peer teaching lesson (Exhibit 7--Peer Teaching Evaluation Form for Receiving Classroom Teacher).

Lest you be misled, the purpose of peer teacher training is not to make professional teachers out of high school students. Rather, the object is to provide the peer teachers with enough support so that they will have reasonably successful experiences.

Facilitating the First Peer Teaching Experience

1. For the first peer teaching experience, you should assume the responsibility of contacting the teachers who have agreed to accept peer teachers. You should get the following information from these teachers:
   a. Name, address, and telephone number of the school
   b. Number and location of classroom
   c. Title of class
   d. Time class meets each day
   e. Day reserved for peer teaching
   f. Time available that day for peer teaching
   g. Place for peer teacher(s) to park
   h. Place student should go first on campus (front office? classroom?)
2. The above information should be communicated to the peer teachers, who write it down (Exhibit 1-- Peer Teaching Model-Classroom Presentations). Teams will be responsible for posting on a bulletin board or chart each time they have scheduled a peer teaching date.
3. Organize the transportation for the peer teacher(s).
4. Make any arrangements necessary to get the peer teachers excused from their classes.
5. The day before each peer teacher team (or individual) is scheduled to peer teach, confirm the logistical information (see No.1 above), and the transportation arrangements.

6. Tell the students that if they cannot show up for any reason to their peer teaching, they should call the school where they were to peer teach, and leave a message for the teacher whose class they will miss. Stress the importance of this.

7. It is suggested that all of the dates for peer teaching be set two weeks ahead of time.

8. Have school trip permission slips completed at least two days before each peer teaching date, and posted so that the teacher is always informed and aware of the peer teaching schedule.

Other Suggestions

1. It is a good idea to make a peer teaching chart on which each peer teaching experience can be listed. This chart should be posted in a prominent place so that it can be easily seen by the class members every day. As the chart is filled in, the students should gain a sense of accomplishment and progress.

2. You might consider inviting to class one or more of the teachers who have been accepting peer teachers into their classrooms (especially a junior high teacher). This could be done after several peer teaching lessons have taken place in that class. The teacher might offer some suggestions for improving or changing the peer teaching presentations. Also, that teacher might discuss some ideas for future peer teaching lessons.

DEBRIEFING THE PEER TEACHING EXPERIENCE

For peer teaching to be meaningful, it is important for the peer teachers to reflect upon and share their experiences. In addition, you should be constantly evaluating these experiences. To accomplish these post peer teaching tasks, the following procedure is recommended after the peer teaching team or individual has returned to your classroom.

Initial Report to Teacher

The initial report should be a brief, informal report (no more than a few minutes) by the peer teacher(s) to you the day following the lesson. The main purpose of this report is for you to get a quick picture of what happened, and to cover certain logistical items.

You should make such inquiries as to the following:

1. What happened?
2. Any problems getting there?
3. Did you find the class O.K.?
4. Did you have enough time?
5. Was the teacher ready for you?
6. Did you bring the audio-visual equipment back?
7. Did you bring the student evaluation sheets back?
8. Any unanticipated problems?
9. Did you miss any classes from which you did not get excused?

Report to the Class

The sharing of different student experiences should take place throughout the semester. While some peer teachers may want to talk about their peer teaching experiences immediately, it is recommended that this be delayed until several students' peer teaching experiences can be debriefed at the same time. Also, debriefing should occur after the peer teachers have had a chance to reflect and write down their thoughts.

When peer teaching debriefing sessions are held, such questions as the following should be raised by you and students in the class:

1. What happened? How do you feel about it?
2. Did the class learn anything? What? How do you know?
3. Did the class want to discuss, ask questions, participate? Or, were the students quiet and unresponsive? How do you account for this?
4. Did you have enough time for the lesson?
5. How did you feel during the lesson? Afterward?
6. Were there any individuals who stood out from the rest of the class?
7. What did the teacher do while you peer taught his/her class?
8. Would you have done anything differently?
9. What did you learn about the students?
10. What did you learn about yourself?
11. Do you want to go back?

EVALUATION OF PEER TEACHING

Student Peer Teaching Report

It is very important for students to think about each peer teaching experience and to express their thoughts in writing. This process encourages personal growth, and gives students an opportunity to clarify what they have learned. Students should be encouraged to complete a report as soon as possible (See Exhibit 4 & 6). They should read over the peer student evaluations (Exhibit 5) before doing any writing. This should stimulate the peer teachers to reflect more about what happened. The report they complete will help them more adequately share their experience during the classroom debriefing sessions.

The Peer Teaching Reports should be collected and read by you at the end of each unit. These reports may tend to be personal and highly subjective. It is, therefore, suggested that they be read for the purpose of developing meaningful dialogues with individual students, and also, for purposes of class discussion (if the student's privacy is not affected).

Evaluating the Peer Teaching Experience

You will have several sources of data with which to evaluate the quality of peer teaching done by your students: Peer teacher initial reports (oral), peer teacher written reports, peer teacher classroom debriefing sessions, peer-student evaluations, and receiving teacher evaluations (see the sample forms at the end of this section). This information should be used to smooth over problems which may arise, and as a basis for judging whether the curriculum goals are being met (or approached).

The written evaluations from the receiving classroom teachers could be especially valuable. After reading each one, you should pass it along to the peer teacher(s) evaluated. If these evaluations are not being sent to you, you should contact the receiving teacher and stress the importance of their evaluations to the peer teaching process.

PEER TEACHING RESPONSIBILITIES OF RECEIVING CLASSROOM TEACHERS

Cooperation and patience are probably the two main requirements for being a receiving classroom teacher. The receiving teacher and students, hopefully, will enjoy and learn from the peer teaching component of the law-related education project.

To maximize the success of peer teaching, the project staff recommend that the receiving teacher complete the following tasks:

Tasks Before School Begins

1. Decide which of your classes will be peer taught. This may be one or more classes. Hopefully, a team of peer teachers will visit your selected class on a regular basis.
2. Set up a meeting with your principal. Confirm with the principal that students will be coming on campus to peer teach in your classroom. Ask if the project I.D. card carried by these students will be sufficient for their entry into the school. Ask about parking arrangements for the students. Where are they to report when they first arrive at the school (front office, directly to the classroom)? Will the principal inform security personnel about these students? Make sure that your principal understands what the entire law project is about.
3. Inform your social studies department colleagues about the project and your role in it.
4. Inform the entire faculty about the students coming on campus to peer teach your class. This should prevent the students from being unnecessarily stopped and questioned while going to and from your classroom.

Preparing for the First Peer Teaching Lesson

1. The students' teacher will contact you to make arrangements for the first peer teaching lesson. Be prepared to identify a time before the end of the first month of the semester. Written confirmation can be made by returning the tear-off from the Notice of Peer Teaching Form (Exhibit 2)

2. Take some time to explain to your class the law project and their role in it. Prepare the class for the first peer teaching lesson.

Continuing Responsibilities

1. The peer teachers who come to your class for the first time should come on a regular basis throughout the semester. These students will have the responsibility of contacting you in the future to make arrangements with you for their peer teaching. You may wish to trade home telephone numbers with them.

2. Prepare your class for each peer teaching visit.

3. Always remain in the classroom to help the peer teachers in case they need assistance or they flounder. Take the role of an observer, or better yet, be a participant along with your students. Try not to dominate or overly influence the lesson, although you may have to intervene if the lesson just does not work.

4. Make sure that your students complete the Peer Teaching Evaluation form (Exhibit 5) at the end of each session. The return of the forms is the responsibility of the peer teacher.

5. It is very important that you complete your Peer Teaching Evaluation form (Exhibit 7) and send it to the students' teacher within one or two days. If the teacher fails to receive this form, that individual has the responsibility of contacting you.

OTHER STUDENT RESPONSIBILITIES

Students can volunteer to perform the responsibilities described in one or all of the areas below:

Field Work

Set up field experiences for students in the class: work out a system of transportation,names of students participating, date, agency contact, maps, etc.; develop a form and a log of all field work done throughout the semester.

Resources

Clip and maintain resource files by subject matter on current events, magazine articles, paperback titles dealing with law-related education topics covered in class: develop and maintain a classroom library of written and taped materials; publish a classroom bibliography on what is available there and in the school library.

Ideas

"Brainstorm," fostering classroom discussion and direction. These students are not to lead, but to carry through on whatever problems or issues develop: listen intently to what others are saying and find ways to implement ideas, channel thoughts, and provide direction; be the generalists who see the whole classroom picture; work with and through the other class members;decide when the class is wasting energy on an issue that is too narrow and propose alternative solutions.

Secretarial

Maintain records for the project: write letters; keep files of forms, conferences, dates, etc.

Audio-Visual

Supervise the checking in and out of tape records, cameras, slide projectors, film, flash cubes, tapes, etc.: maintain a log of materials used, check and file media-logs with slides and tapes, set up equipment for presentations, maintain equipment in good condition, organize and maintain a picture file and, if needed, arrange for developing film.

Project Liaisons

Establish and maintain contact with the other project schools: Keep the class informed as to what other schools are doing; set up and arrange for peer teaching teams and schedules.

Publicity

Write and release news coverage on the project through the project newsletter, local newspapers, radio, and television stations: conduct a survey on each publication; establish contact with one or more representatives there; maintain a newsbook on their releases.

Speakers

Arrange for and invite speakers into the class to talk on special topics; draft letters of invitation and thank-yous; arrange for lunch or coffee; introduce the speaker to the class; and maintain notes or tapes of each presentation, along with a picture of the speaker.

Exhibit 1—PEER TEACHING MODEL - CLASSROOM PRESENTATION

Lesson Title:

Springboard: (This is to warm up the audience and introduce the people who will be teaching. Tell the students who you are, why you are there, and what you are going to do.)

Subject: (Decide what it is that you will discuss, show, illustrate, etc. Identify how the topic affects the people in your audience.)

Activity Sequence: (Decide the order in which you feel the activities should occur. Describe each activity you plan to do.)

Materials to be used or distributed: (Describe or attach any materials you plan to distribute or show during your session.)

Ending remarks or evaluation technique: (Decide how you plan to end your presentation. How will you evaluate if your audience learned anything?)

Peer Taught School

School Name _____

Teacher _____ Phone Number _____

Peer Taught Class

Room Number _____ Teacher _____

Title of Class _____

Date of Lesson _____ Time Class Meets _____

Transportation Arrangements

Car or Car Pool _____

Bus Route and Times _____

Other Arrangements _____

Other Necessary Information

_____

_____

_____

_____

_____

Exhibit 2 —NOTICE OF PEER TEACHING

Teacher _____ Time _____

Date of Class to be Peer Taught _____ Room Number _____

School _____

Peer Teachers

_____ _____

_____ _____

Subject of Lesson

_____

_____

_____

Materials Needed

_____

_____

Please use the tear-off below to acknowledge receipt of this Peer Teaching Notice. Thank you.

_____

Teacher _____ School _____

Peer Teaching Date _____ Room No. _____ Time _____

YES! I HAVE RECEIVED YOUR NOTICE THAT A TEAM OF PEER TEACHERS WILL TEACH A LESSON IN MY CLASS ON THE ABOVE DATE.

_____

(Signature of Teacher whose class will be taught)

Exhibit 3—SAMPLE STUDENT I.D. CARD

"Youth and the Administration of Justice"
Constitutional Rights Foundation
LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

Name of Student _____

School _____

Teacher Advisor _____ Principal _____

"Youth and the Administration of Justice" is a federally funded project implemented through Los Angeles City by the Constitutional Rights Foundation. It has the endorsement and active participation of the Mayor and all related justice agencies. As part of the program high school students explore the criminal justice system and community agencies through direct field experience. Students then peer-teach what they have learned in junior and senior high schools in their own communities. Both facets of the program require release from school during the school day.

BEST COPY AVAILABLE

Exhibit 4—PEER TEACHING REPORT FORM

School _____ Teacher _____

Title of Class _____ Date _____

1. "Just the facts." Briefly describe what you did from the moment you entered the classroom until you left.

2. Describe your feelings before, during, and after your peer teaching experience.

3. What was the most important thing you learned as a result of this peer teaching experience?

4. Did you have any problems?

Exhibit 5—PEER TEACHING QUESTIONNAIRE - STUDENTS WHO WERE TAUGHT
(To be completed by the members of the class who were peer taught)

Name of your school _____

Topic of the presentation _____

* What did you do with your peer teacher? (Check one or more of the following):
  - ( ) Mainly listened
  - ( ) Role-played
  - ( ) Talked, discussed law-related things
  - ( ) Watched a slide/film presentation
  - ( ) Other (Explain) _____

* Did you feel you learned anything from the peer teacher?
  - ( ) Yes
  - ( ) No

* Was the peer teacher's presentation hurt by any of the following things?
  - ( ) Lack of preparation
  - ( ) Lack of knowledge about the subject
  - ( ) Inability to relate to the class
  - ( ) Nervousness
  - ( ) None of the above

* Following the experience, what happened? Did you... (Check one or more)
  - ( ) Discuss the experience with your teacher?
  - ( ) Listen to your teacher talk about the presentation?
  - ( ) Do something else? Explain: _____
  - ( ) Do nothing else?

* Did the peer teaching presentation influence your views regarding our legal system?
  - ( ) Yes, it made me feel more positive.
  - ( ) Yes, it made me feel more negative.
  - ( ) No, it had no real effect upon my feelings one way or the other.

* How would you rate the peer teaching experience overall?
  - ( ) Extremely valuable
  - ( ) Quite valuable
  - ( ) Somewhat valuable
  - ( ) Not at all valuable...a complete waste of time.

* Would you like to be peer taught again?
  - ( ) Yes
  - ( ) No

* Would you like to have the same peer teacher again?
  - ( ) Yes
  - ( ) No

* Would you like to have the opportunity to peer teach?
  - ( ) Yes
  - ( ) No

* Additional Comments (Optional):

_____

_____

_____

_____

Exhibit 6--PEER TEACHING QUESTIONNAIRE - PEER TEACHER
(To be completed by the Peer Teacher)

Name of your school _____

Name of the school in which you peer taught _____

Subject of your presentation _____

---

*What did your "students" do? (Check one or more of the following)
( ) Mainly listened
( ) Role-played
( ) Talked, discussed law-related things
( ) Watched a slide/film presentation
( ) Other (Explain) _____

* Did you feel your presentation was hurt by any of the following things?
( ) Lack of preparation
( ) Lack of knowledge about the subject
( ) Inability to relate to the class
( ) Nervousness
( ) None of the above

*Following the experience, what happened? Did you ... (Check one or more)
( ) Discuss the experience with your teacher?
( ) Report back to the class on the experience?
( ) Do something else? (Explain) _____
( ) Do nothing else?

*How did the "peer teaching" experience make you feel about:

Yourself:
( ) Made me feel more sure, more confident.
( ) Made me feel less sure, less confident.
( ) Had no real effect upon me.

Other People
( ) Made me feel more positive.
( ) Made me feel less positive.
( ) Had no real effect upon me.

Teaching
( ) Made me have more respect for "teaching".
( ) Made me have less respect for "teaching".
( ) Did not really change my feelings.

Our Legal System
( ) It made me feel more positive.
( ) It made me feel less positive.
( ) It had no real effect upon my feelings one way or the other.

Becoming Involved in your Community
( ) I would like to be more actively involved in my community.
( ) I would NOT like to be more involved in my community.
( ) I don't know.

* Would you "peer teach" again if you had the opportunity?
( ) Yes ( ) No

*Would you recommend to other students that they "peer teach"?
( ) Yes ( ) No

Exhibit 7—PEER TEACHING EVALUATION FORM FOR RECEIVING CLASSROOM TEACHERS

Name _____ Date _____

School _____

Class _____

Name of Peer Teacher(s) _____

_____

1. What did the peer teaching lesson consist of?

2. How would you evaluate the student-prepared lesson?

3. Were there any problems in making the arrangements for the peer teaching or during the actual peer teaching?

4. Any suggestions for the peer teachers?

Please return this form as soon as possible. This will facilitate immediate feedback to the peer teacher(s).